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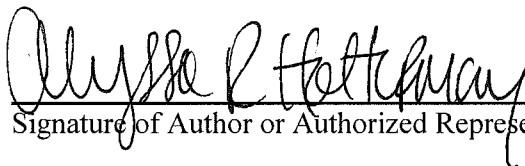
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Afterschool Funding and Administration in Minnesota:  
A look at afterschool and out-of-school-time funding streams and their administration in  
the state of Minnesota

**MPP Professional Paper**

In Partial Fulfillment of the Master of Public Policy Degree Requirements  
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## Introduction

Beginning in April 2009, the Minnesota Department of Education has examined and reported periodically on the magnitude of afterschool and out-of-school time (OST) funding from public and philanthropic sources available in the state of Minnesota. The present report addresses the availability of afterschool funding in the state, using the same logic format as previous reports. Additionally, the report pays special attention to the 21<sup>st</sup> Century Community Learning Centers federal grant because it is the largest single source of funding for afterschool programming in the state. This report contains process improvement and evaluative material considering the management of that grant at the state level. To this end, the report is divided into two parts: the funding streams report and the process improvement report. The paper concludes with recommendations for moving forward, including recommendations on how the funding streams report can evolve to better reflect the current state of available funding in Minnesota.

### Part 1 – Funding Streams Report

#### Background: Why Out-of-School Time?

The evidence that out-of-school time programming has a positive impact on young people has grown substantially. In the 15 years since funding for the 21<sup>st</sup> Century Community Learning Centers grant was originally written into No Child Left Behind, the federal legislation on public education in the United States, a number of studies have shown that high-quality, high dosage OST programming can improve school attendance, school achievement, social emotional skills, young people's feelings

#### *Abbreviations*

MDE – Minnesota Department of Education  
OST – Out-of-School Time  
21CCLC – 21<sup>st</sup> Century Community Learning Centers  
SAYO – Survey of Afterschool Youth Outcomes  
NIOST – National Institute on Out of School Time  
NCLB – No Child Left Behind Act  
ESSA – Every Student Succeeds Act  
MYCB – Minneapolis Youth Coordinating Board

and attitudes, and more (Durlak & Weissberg, 2007) (Little, Wimer & Weiss, 2008) (The Forum for Youth Investment, 2003).

Additionally, OST programming can advance the broad educational goals of the state of Minnesota. In 2013, the state legislature required every school district in the state to pursue goals that it categorized as being in pursuit of the World's Best Workforce (WBWF). World's Best Workforce Goals are as follows:

1. All children are ready for kindergarten.
2. All third-graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school (Minnesota Department of Education, 2017).

Afterschool programming can be an important tool in the pursuit of WBWF goals as it can increase academic achievement and close achievement gaps that are the result of summer learning slide and the inability of low-income families to pay for fee-based programming. School districts can receive funding for these goals from the Minnesota Department of Education, and are required to submit annual reports on their progress towards these goals.

Because afterschool programs can facilitate the achievement of the World's Best Workforce goals, it is important to analyze the availability of funding for those programs, as greater funding can increase access for all students. Research indicates that despite the allocation of government and philanthropic funds to afterschool programs, students from families with higher incomes continue to have greater access to quality afterschool programming (Little, Wimer & Weiss, 2008). Not all afterschool and out-of-school-time programs receive funding publically or philanthropically; some operate through fees paid by their attendees. Need for

afterschool program funding can be assessed through the Minnesota Student Survey, which contains questions about whether students have an engaging place to go after the school day ends, whether they feel safe when they are not in school, and more generally, how they spend their time when they are not in school. Trend reports from the Minnesota Student Survey suggest that eighth graders eligible for free and reduced-price lunch were much less likely than their non-eligible peers to report attending leadership activities, academic activities, sports teams, or music and arts activities outside of the normal school day. In fact, according to queries run on Minnesota Student Survey data, 81.5% of these students report attending academic activities such as homework help 0 days a week; 88.8% of them report attending leadership activities 0 days a week; 90.7% say that they attend community-sponsored activities such as 4-H 0 days a week. Eighth grade students that are not eligible for free or reduced-price lunch report higher attendance in these types of activities.

Situating any one program or type of program in the complicated web of education policy and funding for education policy can be difficult – this is certainly the case for afterschool funding. School districts can use their Title I funding (federal money for schools serving under-resourced students), state education agency funding (where available), or fees from students, to operate afterschool programs. Private and philanthropic organizations can provide programming that is funded by fees or foundations. Often, the public and private sector organizations that provide programming partner with one another in the OST field. Thus, fleshing out the various power and influence sources in OST is complex. For this reason, this report focuses on the *providers* of funding more than the *recipients* of funding, though eligibility for funding from the named sources is discussed to some degree.

## **Focus of the Report**

As has been the case in previous reports, this report focuses on only steady sources of funding that organizations and afterschool program providers can rely upon for multiple years at a time and for significant portions of their total funding. This is an important distinction to make, for while many foundations and organizations offer grants to program providers, they may be small, available for one funding cycle, or only for a specific program or program element that a provider is implementing. Instead of focusing on those fleeting sources, this report hopes to illustrate the true picture of funding in Minnesota by focusing only on steady, reliable sources of funding that providers can rely upon for multiple years.

The focus of this report is on federal fiscal year 2016, which ran from October 1, 2015 through September 30, 2016. In Minnesota, the state fiscal year 2016 ran from July 1, 2015 through June 30, 2016. Thus, for programs that run on the state fiscal year, the most recent numbers available are included in the report. These numbers align most closely with the federal fiscal year. The report uses the federal fiscal year to accommodate the administration of the program that remains the largest funder of afterschool and OST funding in Minnesota: the 21<sup>st</sup> Century Community Learning Centers grant.

## **Category definitions**

*Primary funding stream:* 75% of the funding in an organization dedicated to afterschool/out-of-school time, with more than \$500,000 available per year, to more than one eligible entity, for more than one funding cycle

A primary funding stream, as it was defined in the initial funding streams report by the Minnesota Department of Education, is a source from which at least 75% of the total available funding is dedicated to afterschool or out-of-school time programming, with the total amount available exceeding \$500,000 per funding cycle. Additionally, the funding must be available for

more than one funding cycle and must be available to more than one organization. This definition eliminates one-time grants or awards, as well as those that are available to only one organization.

*Primary bridge funding stream:* A source with Primary Funding Stream amounts and types of money available, but that combines out-of-school and afterschool time programming with the traditional school day only.

Primary bridge funding streams first appeared in the funding streams report in the report for fiscal year 2009. Primary bridge funding streams are funding sources dedicated to programs that combine traditional school instructional methods, as well as credit-earning activities, with out-of-school-time activities and programming. These sources are often used to help specific students earn credits and work towards academic school-day goals such as graduation or grade advancement. Because of the somewhat narrow goals of the programs, these funds are only available to school districts, not community-based organizations and other entities. As such, this funding cannot be a primary funding stream, since its primary purpose is for advancement during the regular school day. Traditional afterschool programs, which are eligible for money from primary funding streams, has primary goals that may include, but are not limited to, school-day achievement and advancement. Primary bridge funding streams have a specific purpose that makes them less flexible than the other funding streams; however, they still fund important and essential afterschool programming and have thus been included here.

While these types of programs are important, they are categorized differently because of the evidence that the greatest gains result from afterschool programming about more than just school day achievement. Research from the Harvard Family Research Project shows that, “the more multifaceted afterschool programs are likely to reap the biggest academic gains (Little, Wimer & Weiss, 2008). This means that programs that focus on youth leadership, experiential



learning, social and emotional learning, and more, beyond just school-day achievement or credit-earning, have a higher potential to have impact on students – both in their academic achievement and beyond it.

*Other funding streams:* Funding sources that award at least \$100,000 per funding cycle, often to out-of-school time programs, but without dedicating at least 50% of their available funding specifically to OST programs.

Like previous iterations of this report, this iteration includes sources defined as other funding streams. These do not qualify as primary funding streams, though they fund programs that are closer to the traditional afterschool funding model in terms of actual programming than the primary bridge funding sources are. In order to be considered in the other funding streams category, these sources must have at least \$100,000 available for more than one year. This report will not provide detailed information on these sources because they are not reliable. With that said, they are included here to give an idea of what the funding picture looks like beyond primary funding streams. Given how few primary funding and primary bridge funding streams exist, it is worth taking a cursory glance at the other sources, even if inconsistent and unreliable.

Included in the other sources category is funding from the “Legacy Amendment” to the Minnesota State Constitution. Initially added to the Funding Streams report for fiscal year 2011, the Minnesota Arts and Cultural Heritage fund (set up via the Legacy Amendment) emerged in the last decade as a potentially promising opportunity for afterschool funding. In the Fiscal Year 2011 report, this fund did not qualify as a primary funding stream, though it was included in the other funding streams category. At that time, it was too soon to tell what the impact of the Legacy Amendment funding on OST and afterschool programming would be over the long term. The Arts and Cultural Heritage fund offers grants for varying types of projects and programs;

afterschool programs are eligible to receive any and all of the funding, but do not have specific portions of the funding designated for them.

Therefore, Legacy Amendment Grants have not in the past, and do not at the present, qualify as a primary funding stream. Afterschool programs in varying numbers have received Legacy Amendment grants. A breakdown of those grants through the years since the Legacy Amendment's enactment is available in the table below.

*Table 1 - Legacy Amendment Afterschool Funding 2010-2017*

<b>Fiscal Year</b>	<b>Number of Afterschool Grants</b>	<b>Afterschool Grant Dollar Total</b>
<b>2010</b>	4	\$573,059
<b>2011</b>	5	\$80,611
<b>2012</b>	10	\$719,927
<b>2013</b>	19	\$576,309
<b>2014</b>	11	\$188,517
<b>2015</b>	8	\$218,236
<b>2016</b>	5	\$102,584
<b>2017</b>	7	\$360,082
<b>Total</b>	<b>68</b>	<b>\$2,819,325</b>

As is evident in the table, Legacy Amendment grants are for a single year and afterschool programs have to compete with many other projects for funding. While several organizations have received funding from the Legacy Amendment for multiple funding cycles, these are few and far between. Afterschool programs received more than \$100,000 in funding for seven of the eight years since the enactment of the Amendment. In total, across the span of all fiscal years, \$2,439,325 went to afterschool programs from the Arts and Cultural Heritage Fund. In that time frame, a total of \$441,000,000 in grants was given across all categories from the Arts and Cultural Heritage fund. In addition, some of the grants that were given to afterschool programs were for capacity building or facilities purposes and not programming. See Table 2 in Appendix for detailed information on OST grants from the Legacy Amendment for FY 2016.

## **Methodology**

In preparing the original Funding Streams Report, the Minnesota Department of Education partnered with community non-profits and other advisory organizations to generate the initial list of funding sources, and get a better idea of how OST providers in the state were receiving funding. The department staff consulted with an advisory committee that included individuals from the University of Minnesota Extension, the Greater Twin Cities United Way, the McKnight Foundation, and the College of Education and Human Development at the University of Minnesota, as well as other community-based organizations (Minnesota Department of Education, 2009). As part of this process, participants settled on the characteristics of a primary funding stream that have been used in all subsequent versions of the report, the current version included. The concept of a primary bridge funding Stream was added in the second version of the report, for fiscal year 2009, to better reflect the true state of available funding streams.

The original creators of the first Funding Streams Report included staff at Access Philanthropy, a non-profit that hosts a database of funders for a variety of areas, including education and, specifically, afterschool and OST programs. The resources of Access Philanthropy equipped the team that originally created the Funding Streams report with resources that allowed them to use surveys, interviews, and a literature review to create the original report. In the reports that followed, the numbers and tables have been updated to reflect changes in the funding environment. Access Philanthropy's databases have still been used to search for previously cited funding sources. When a primary funding stream emerges or disappears, the report elaborates on why or how the source changed in the time since the previous report.

For the present iteration of the report, the author used online sources and annual reports from funders and consulted with leaders in the field of OST. Access Philanthropy's databases were once again used. One primary funding stream (United Way of the Greater Twin Cities) underwent changes in the last year, and special attention goes to that situation. Special attention is also paid to the Legacy Amendment grants, since their impact has more clearly emerged since the last iteration of the report. Thanks to the resources and partnerships devoted to the original report, research on subsequent versions is relatively simple, with the exception of changes to primary and/or primary bridge funding streams.

### **Findings from Previous Reports**

The last Funding Streams report was published in the spring of 2013, and reported on funding for fiscal year 2012. At that time, the federal government provided one primary funding stream, the state government provided two, and private sources provided two. Available federal funds for that fiscal year totaled \$10.4 million. State funds totaled 2.6 million, while private funds totaled 10.1 million. In the intervening four fiscal years since that report, one private primary funding stream has all but been eliminated. The Findings section of the report contains more information on that elimination.

### **Findings**

#### **Primary Funding Streams**

See Table 3 in Appendix

#### ***21<sup>st</sup> Century Community Learning Centers***

21<sup>st</sup> Century Community Learning Centers grants were originally funded through the 2001 No Child Left Behind Act, which was the renewal of the Elementary and Secondary Education Act beginning in 2001. A 21<sup>st</sup> Century Community Learning Center (21CCLC) is a center that provides academic, social, and personal development supports for disadvantaged young people (U.S. Department of Education, 2017). Rather than just a tutoring program, a

21CCLC should be an out-of-school-time program that is the result of a partnership among any of the following: schools, community organizations, American Indian tribes, faith organizations. The centers blend academic achievement with personal and social development skills, supports for families of young people, career and college readiness training, and more. They are truly meant to be the center of a network in a community that supports young people both in and out of the classroom. The program is funded by the United States Department of Education and administered by state educational agencies. Thus, the state educational agencies are the “grantees” while the programs are “sub-grantees.” Money is filtered through the state education agencies, where the competitive bid process occurs. The grant is also administered at the state level – grantees have direct contact with staff at the state educational agency rather than the US Department of Education. The grant is funded through a competitive process, and grantee organizations are held accountable to outcomes. A total of \$11,107,365 was available for sub-grants in federal fiscal year 2016.

#### *YouthBuild Program (MN DEED)*

The YouthBuild Program, which is administered by the Minnesota Department of Employment and Economic Development, is a very specialized, apprenticeship-type program that targets young people between the ages of 16-24 who are having difficulty finishing school or advancing in grade level. The program provides them with opportunities to learn the skills in the building trade, as well as skills that will help them finish their high school careers. This model fits the “traditional” out-of-school-time model well, as it combines academic achievement with personal and social development, as well as opportunities to learn career and/or college skills. The YouthBuild program in Minnesota is a local version of a larger national model that operates throughout the country. It has operated in Minnesota for several years, and has a budget of

approximately \$1 million annually. There are currently 11 service providers of YouthBuild programs in the state (Minnesota Department of Employment and Economic Development, 2017). Grants go to community organizations and state and local government bodies, and are used to fund the programming and training of the young people enrolled in the program. Success stories that YouthBuild highlighted in a recent annual report cite job offers for program participants upon completion of the program as an added benefit. The program facilitates opportunities in marketable skill-building for young people who may otherwise not be able to find high-skill, high-paying jobs upon leaving school.

Because this program is targeted toward young people who are least 16 years of age, it has a very defined purpose. Therefore, it is somewhat different from other primary funding streams available to community organizations and school districts that can then provide a wide variety of programming at their discretion with the monies received from the funding source. Still, every funding opportunity has stipulations, and given the dollar amount, stability, and quality of the program, YouthBuild remains a primary funding stream for OST programming in the state of Minnesota.

### *Youth Intervention Programs*

Youth Intervention Programs (YIP), administered by the Minnesota Department of Public Safety, is a legislatively funded program in the state of Minnesota. It is appropriate that it is included as a primary funding stream because its purpose is to “provide an ongoing stable source to community-based early intervention programs for youth and their families” (Minnesota Department of Public Safety, 2017). While the funding is not expressly *only* for out-of-school-time, YIP grantees are very often providers of OST programming. Moreover, YIP funds programs that provide services – such as literacy and academic assistance, mentoring, career and

life skills classes – that fall under the definition of successful, high-quality OST and afterschool programs.

In addition to grants, YIP has also developed a network of providers and resources that can be tapped into by grantees. This network, called Youth Intervention Programs Association, further leverages the money that is available from YIP by creating the opportunity for partnerships and community-wide interventions.

In fiscal year 2016, Youth Intervention Programs had \$6,084,560 available. This money was distributed in 78 grants, which ranged in size from \$39,873 to \$90,000 per two-year grant. Afterschool programs were eligible for all of the available funds. Though it is unclear exactly how much of the funding went explicitly for afterschool programs, the types of programs that YIP funds means that nearly all of that money went to productive, high-quality OST programming.

#### *YouthPrise*

YouthPrise, an organization based in Saint Paul, funds grants under two categories: Capacity Building and Accelerator Initiative (available only to current Capacity Building grantees). Capacity Building grants, according to the Youthprise 2016 report, aim to “increase the ability of organizations to participate in expanded learning systems and authentically engage youth.” YouthPrise also uses a racial equity lens in its funding decisions, which makes them an important source of funding in an ever-changing and diversifying environment.

In 2106, YouthPrise awarded 40 grants that totaled \$320,000, all of which was to go towards expanded learning systems, which includes afterschool and OST programs. All of YouthPrise’s grants go towards organizations in the greater Twin Cities Metropolitan Area.

The Accelerator Grants, available only to organizations that, at the time of application, are currently receiving a Capacity Building grant, are used for scaling-up measures and to build community-wide partnerships and networks out from the original grantee organization. In addition to the \$320,000 that YouthPrise awarded for Capacity Building Grants, \$115,000 was awarded in Accelerator Initiative grants to four organizations.

#### *United Way of the Greater Twin Cities*

United Way of the Greater Twin Cities has been a primary funding stream in every iteration of the Funding Streams Report released by MDE. In 2016, the organization's afterschool funding portfolio was set to give \$5.7 million to its grantees (Minneapolis Youth Coordinating Board, 2017). However, in the early months of 2017, the organization announced that it would cut funding in several areas due to a lack of sufficient funding from donors. The organization also laid off nine of its staff, seemingly in an effort to cut expenses on more fronts than just the money that goes out to grantee organizations.

When United Way made a public announcement that funding could not make ends meet, it also informed some 150 current grantees that their funding would be cut. According to one source, 24 afterschool programs in Minneapolis alone were cut by at least 50 percent – some of them received notice that as of July 1, they would receive no more funding (Minneapolis Youth Coordinating Board, 2017). In recent years, United Way's focus for educational programs (including afterschool and OST programming) has been early childhood and young people younger than 5<sup>th</sup> grade (Greater Twin Cities United Way, 2017). Because United Way as an organization works in partnership with the Minnesota Department of Education on afterschool funding (largely through the stakeholder advisory committee), MDE began prioritizing programs that serve students in grades 5-12 for 21<sup>st</sup> Century Community Learning Centers grants. There is



concern in the field that the recent funding cuts by United Way will leave a gap in service, since MDE is already contracting with its new set of grantees that were partially chosen with the 5-12 grades priority. It remains to be seen exactly the long-term impact of United Way's recent funding shortage will be on the greater OST field in Minnesota – for now, all that is known is that the three-year funding cycle that ends in 2017 suffered severe, unexpected, and immediate cuts.

United Way of the Greater Twin Cities provided \$8 million in fiscal year 2012 (the last year for which this report was released). Even though United Way has not disclosed its exact plans for the future, it is clear the out-of-school time programs will be affected. This is based some of the publicly known projects that sustained cuts in spring of 2017. Domestic violence programs that United Way funds also suffered major cuts. The organization's CEO, Sarah Caruso, credited targeted donations (a donor only gives money for a specific purpose, rather than allowing it to be used at the discretion of United Way) for not being able to meet their funding goals for 2016 (Prather, 2017). Interestingly, the concept of targeted donations is a plausible explanation for some of the other changes in the OST funding environment since the most recent iteration of the report.

Caruso did not expand upon which portfolios would suffer the largest cuts. Regardless, considering United Way funds with caution moving forward is a proactive stance for OST funding in Minnesota. Those in the field should not expect to rely upon this funding, particularly as current grantees in OST lost funding. If the events of spring 2017 are indicative of how funding priorities are changing for the Greater Twin Cities United Way, it will not qualify as a Primary Funding Stream in the future.

### Primary Bridge Funding Streams

See Table 4 in Appendix

#### *Learning Year*

The main reason that primary bridge funding streams are considered in a different light than primary funding streams is their incorporation of and direct connection to the school day (as discussed above). The targeted nature of these services makes them different than primary funding streams because not every student is eligible for the services; nor are the services appropriate for all young people – young people who, for various reasons, may be struggling with grade completion or meeting graduation requirements are the most appropriate recipients for these programs. They are administered by the Minnesota Department of Education via school districts – a district must first have an approved alternative learning plan (i.e., it must have an alternative learning center or other system through which it can operate these programs). The district can then receive funds from MDE to administer one of the two Learning Year programs. Learning Year: Acceleration provides direct service mentoring programs administered during out-of-school time. These programs focus solely on mentoring that accelerates grade level (making up lost time) or meets graduation requirements. Learning Year: Targeted Services provide direct support services – including, but not limited to, direct instruction for students needing additional support to succeed during the school day in a traditional classroom. Targeted Services is a larger program with higher dollar allocations than Acceleration. In total, the two programs combined allocated a total of \$62 million in fiscal year 2016.

### Other Funding Streams

See Table 5 in Appendix

Nearly all of the other funding streams available in fiscal year 2012 remain available today. Rather than in numbers, the major change since that report for this category comes in the way that these foundations are making grants. Several of those sources have begun granting

funds by invitation only. While the reasons for that shift are not immediately clear for all organizations, some cite the desire to prevent the organization from receiving far more applications than it can fund. This cuts down the burden on these organizations, some of which have small staffs. However, it may also be necessary if more donors to foundations and other organizations are participating in the “targeted giving” that was cited by United Way as a reason for funding shortages. If a donor gives a gift to a foundation for a very specific purpose, it is easier for the foundation to contact organizations that would fit the requirements set forth by the donor than for the foundation to wait for the appropriate organization to apply for a grant.

This “invitation only” distinction at some foundations may preclude OST programs from ever receiving funding from those sources – if they never receive an invitation to apply to the grants, they never will. Moreover, OST programs compete for those funds with many organizations that do very different work than they do.

### **Recommendations for Future Reports**

In future versions of the Funding Streams Report, MDE should be careful to consider what has changed since the first report, for fiscal year 2008. There are no longer as many primary funding streams – the number has gone from nine to five, with one of those five likely to also be knocked out of that category in the near future. Even though the change in dollar amount from primary funding streams since the last report has only decreased by approximately \$1.6 million for fiscal year 2016 itself, in the near future, the difference will be closer to \$7.3 million less than before. The primary bridge funding streams, added in the second iteration of the report, remain alive and well and have actually increased significantly; however, their targeted nature and specificity of programming means that they do not provide the same type of programming that more traditional afterschool and OST programs do.

In addition, it may be misleading to include other funding sources in this report in the future as it may make it seem as though there ample funding opportunities for OST providers. This report should seek a balance by reporting available, significant sources of funding without reporting every single dollar *possibly* available to out-of-school time; this would inaccurately portray the situation as more positive than it is. This balance has become increasingly more difficult to strike in the years since the first report, as fewer large swaths of money are dedicated solely to OST programming. The tendency then is to look for any other source, no matter how small, to counteract the loss of the big sources of funding, but as was mentioned, this paints an inaccurate picture.

In the future, the Funding Streams Report should take a new direction. In fact, the present report will not be what is released by the Minnesota Department of Education in the end. That report will instead be a less narrative, more compact version of the report that includes only the numbers and blurbs about the changes to the funding environment. In the future, the report should take on a form that is more similar to the present paper – focusing more on the types of programming that can be funded by available funding streams. In the time between the report for fiscal year 2016 and the next iteration, research should focus on the greater scope of afterschool and OST funding availability on the national level. The situation in other states should be examined to determine whether the situation in Minnesota is distinct or reflective of a greater trend nationally. Other state education agencies should also be consulted – particularly the division within those agencies that administers the 21<sup>st</sup> Century Community Learning Centers grant – to see how they study, keep track of, and report on availability of other sources of funding in their states.

It may be the case that this report is no longer relevant or appropriate for the new situation at all. If the decline of sources of steady, reliable funding for OST continues, reporting on that on a regular basis may not be helpful, and may be an inappropriate use of resources on the part of the Department of Education. To better flesh out whether this may be the case, a future convening of the OST field advisory group should focus on what *would* be helpful for program providers and other stakeholders to know from future reports. Because Access Philanthropy's database and the other resources that were used to create this report (particularly the table of sources in the other streams category) are widely available to the public, program administrators may not need a report like this in the future to find sources of funding. While the report may be useful for groups like Ignite Afterschool, which is a network of stakeholders in the OST environment in Minnesota and often does advocacy and lobbying work for the field, there may be a better way to report on this information for them. Because the major changes to the primary funding streams since the last iteration of the report were public in nature, the report may not be telling any stakeholders anything that they do not already know – this calls the utility of the report into question to some extent.

The partnership between the Minnesota Department of Education and Ignite Afterschool, as well as other partners in the community, is already strong, and information flows freely and organically between organizations. Because many of the organizations involved disseminate information to the public and to and from legislators at the national and state levels, the report may not be giving new information to very many groups of stakeholders. To that end, the report may no longer be necessary or helpful in the same way that it was upon its initial release.

The Minneapolis Youth Coordinating Board (MYCB) also released a funding brief in 2017 that covers much of the information that is included in the present report. While that brief

focused on Minneapolis, their findings can be extrapolated to the state of Minnesota as a whole for the most part. Because an organization is already doing much of this research, MDE could perhaps serve as a resource to them as they create future reports, rather than expending resources of its own for this purpose. At the very least, a closer partnership with MYCB and other organizations that are interested in this information may be helpful. A collaborative effort similar to the one used to create the first version of the report may once again be necessary. Indeed, the same advisory and collaborative process used for the first iteration of the report will allow MDE and other stakeholders to better align this report with the field at present.

This collaboration could also include other facets of research that are not currently part of the Funding Streams Report. This could include new opportunities or creative solutions to finding funding for afterschool beyond the traditional paths of grant making and school district applications to the state department of education. An example of this could be a recommendation that MDE collaborate with the state Arts Board that administers the Arts and Cultural Heritage Fund via the Legacy Amendment on ways that parts of that funding could be set aside for afterschool.

## **Conclusion**

Once again, as in previous years, this examination of the funding streams for afterschool and OST programs in the state of Minnesota revealed very few consistent and reliable sources of funding. There were even fewer primary funding sources than in the most recent version of the report, and that trend will likely continue for the foreseeable future. The field of afterschool funding is not what it was when this upon the initial release of this report, and is moving even further from that state. Targeted donations to foundations, a lack of political will and focus on afterschool, and changes to the ways that foundations operate are likely culprits in this trend.

This report should reflect the state of the field now, and the only way to ensure that it does is to reconvene partnerships that created the first Funding Streams Report for fiscal year 2008.

## **Part II – Process Improvement for MDE 21CCLC Team**

### **Purpose**

As evident in the above examination of available funding for afterschool programs in Minnesota, there are very few consistent and reliable sources of funding. Programs are faced with uncertainty and fleeting sources of funding. Though many private foundations provide money to programs, the number of sources that qualify as primary funding streams are very limited. This matters because the definition of primary funding streams is not arbitrary. The qualifications listed there are those that allow programs to function at their best and provide high quality programming for students.

One of the only Primary Funding Streams available in the state of Minnesota continues to be the 21st Century Community Learning Centers grant, available from the U.S. Department of Education. This grant, which is distributed through the state education agency, establishes “Community Learning Centers,” which require grantees to form strong partnerships and build networks within the communities that they serve. Rather than being funding “for a program” – that is, funding that supports a program and nothing else, this grant supports partnerships and networks between community organizations, faith-based organizations, and school districts in order to provide high quality out-of-school-time programming. These community learning centers fit descriptors of quality as being programs that can most effectively influence student outcomes, both in and out of the traditional school day classroom, including personal and social development, school day attendance, and academic achievement.

To the extent that 21st Century Learning Center funds continue to be made available through the federal budget process, they will continue to operate in Minnesota. As vulnerable as

those funds are, given that the budget for 21CCLC is frequently zeroed out in presidential budgets, the program has maintained bipartisan support. In the transition from No Child Left Behind to the Every Student Succeeds Act, Congress added the requirement that 21st CCLC programs align programming with state standards. Congress also built in stiffer accountability requirements. These, coupled with other language changes, provide a somewhat more protected ground for 21CCLC to stand upon, as programs and state education agencies are required to provide evidence that the programs that are being funded with 21CCLC money are making a difference.

Because the 21st Century Community Learning Centers grants are one of the only (if not the only) sources of significant multi-year funding, the programs that are able to procure it need to be able to do so in ways that increase their capacity and help them run their programs in the best way possible. Moreover, the administration of the grant at the state level in Minnesota has recently been affected by changes in both the federal executive administration (in the transition from President Obama to President Trump), *and* the federal act that dictates their work (in the transition from No Child Left Behind to the Every Student Succeeds Act). This is an apt time for process improvement to take place.

To that end, this section will focus on process documentation and improvement for the team at the Minnesota Department of Education that administers and manages the grant. MDE will be working with a new cohort of grantees beginning September 1<sup>st</sup>, 2017, providing a natural time to start fresh and integrate changes into the way that the team operates.

### **Background on MDE Team**

The “unofficial mission statement” for the team of MDE employees that administers the 21st Century Community Learning Centers grant is as follows: The work that we do is dedicated to making the work that our grantees do better by increasing their capacity, providing



professional development and technical assistance, and assisting them in whatever way possible to be in compliance with the federally mandated requirements for the grant. As recipients of the grant, OST providers are really “sub-grantees,” as the state education agency is the initial recipient of the grant from the federal Department of Education. As such, the team at MDE is legislatively mandated to do certain things (discussed below), but also has a role as the intermediary between OST program providers and the money that allows them to function. The MDE team takes that role very seriously and considers their most important tasks to be those that facilitate seamless use of the grant for OST program providers.

The team consists of the following staff:

- Sheila Oehrlein, M.Ed. – supervisor

As the supervisor for the team, Sheila helps plan major functions of the team and manages the vision and direction for the team. She serves as the authority on major decisions and backs up members of the staff on grantee relations matters. Sheila also brings expertise from working as an OST program provider.

- Eric Billiet, M. Ed. - expanded learning specialist

Eric is the main contact for grantees on programming and administration of the grant. He also provides technical assistance and professional development opportunities for grantees, and facilitates both the Grantee Advisory Group and the Community Advisory group that brings together individuals from the OST field to give stakeholder input on 21CCLC Administration.

- Dana Garry, M.A., MBA - grant coordinator specialist

Dana takes care of the financial components of the grant. She is the main contact for grantees when they are making fiscal decisions, approves budgets and expenses, and

executes the dispersal of monies to grantees. Dana monitors compliance on local, state and federal rules and regulations.

- Maira Rosas-Lee, M.A. - results measurement specialist

Maira is the evaluator and data analyst for the 21CCLC team. She provides training, technical assistance, and network building opportunities for grantees in an effort to increase their capacity to implement the evaluative and data collection requirements for the grant. Maira implements impact measurement processes for the 21CCLC team for MDE to compare outcomes to the team's theory of change.

- Student Worker

The person in this position supports the work of the team as necessary. Primary duties include cleaning and managing grantee data, working with the results measurement specialist on evaluation projects, assisting the grant specialist with administrative duties, and attending site visits and grantee meetings with other members of the team. This position also supports technical assistance work and grantee communications as able.

## **Process Improvement Recommendations**

### *Communications*

A shared inbox is used for grantees to communicate with the team. As it stands today, a grantee (or member of the public, as it may be) can send an email to [MDE.21CCLC@state.mn.us](mailto:MDE.21CCLC@state.mn.us) and that email will go to an inbox shared by the Expanded Learning Specialist, the Grant Specialist Coordinator, the Results Measurement Specialist, and the Student Worker. From there, the email is flagged for the appropriate team member. Team members regularly check the inbox and respond to those things that have been categorized for them. All communications with grantees are then moved to a folder within the inbox (each grantee has a unique folder) to establish a “paper trail” of communications. This prevents an email from being neglected or

responded to more than once. The shared email also gives the team something to fall back on if discrepancies come up in the future. This communication strategy, in general, works well and increases efficiency for grantees as they can send one email to the entire team and feel confident that they will get a response from the team member who can best assist them.

There are ways that communication via the shared email could be improved. Though most existing grantees know that it is the preferred way of contact with the team, a few still send emails directly to a member of the 21CCLC team. This may be problematic for one of two reasons: First, the team member who received the email may not actually be the appropriate person to respond to the need from the grantee. Second, the email may contain information that is pertinent to more than one staff member of the team. If the email does not go to the shared inbox, it may need to be forwarded to someone else, or someone may be left without necessary information. In the shared inbox, everyone has the opportunity to read the email and get information that they need, and everyone who needs to respond to the email has the opportunity to do so. It should be stressed to all grantees that they should send initial communication to the shared inbox, to ensure efficiency all around.

Issues with the shared inbox arise when grantees send a single email that requires answers from multiple of the staff members at MDE. For instance, a grantee may have a question about a field trip for its young people that will dovetail with its programming. The grantee sends an email asking if 21<sup>st</sup> Century Community Learning Centers funds can be used for this purpose. According to the guidelines of the grant, for a grantee to use 21CCLC funds, the expense must be reasonable, allowable, allocable, and necessary. In order for Dana to fully answer these four criterion, she may need guidance from Eric regarding whether the expense seems necessary for the goals of the grantee's programming. Eric's guidance on that is necessary, but not sufficient,

for answering the full question of the grantee. In the end, it is necessary for both Eric and Dana to answer the email. The current system of the shared inbox makes this difficult because once one person has responded, the email becomes “read” and will eventually get moved to the grantee’s folder – often before the other person has responded. The result is unanswered or partially answered questions to the grantee resulting in uncertainty that can lead to an inappropriate use of funds and more.

To mitigate this issue, emails that need to be responded to by more than one person should be flagged with more than one of the MDE staff’s designated color. Any email that is marked with more than one color should only be moved to the grantee’s folder after verbal confirmation by all those staff whose color was on the email.

Because some emails ask complex questions that require a single response, rather than multiple responses that can be disjointed or contradictory, the 21CCLC team at MDE should have a check in once a week as a team. Currently, the team has a check-in meeting bi-weekly, and the meetings are often canceled. While it is true that more pressing issues arise, and that sometimes check-in meetings are cancelled for something more important, a consistent check-in with increased frequency is necessary for the team to work in closer collaboration for the sake of the grantees. The check-ins should be scheduled for 30 minutes; they can be shorter if there is not much to be addressed that week, but the team should make every effort to meet weekly – even if only for five minutes. Very complex emails can be flagged in a color that designates them to be addressed at this weekly check-in. A response to the email should be sent so that grantees are aware that the team will respond as one during or immediately after the check-in. This transparency will prevent grantees from feeling ignored or neglected when seeking answers to important questions, and reassure them that an answer is forthcoming. These weekly check-in

meetings, and the collaboration on some email responses, will serve to both increase capacity for grantees and represent another front on which grantees see the team at MDE as a united front working in their best interest.

### Collaborative Workspace

The team at MDE has considered creating a creative and collaborative workspace, such as half-walls on the portions of their cubicles that they share, or having one large cubicle that they all work in. Collaborative work spaces have grown, plateaued, and may be dropping in popularity in recent years. While they create opportunities for collaboration and bonding between team members, they can also increase stress, decrease trust among team members, and make individuals feel as though they do not have independence and autonomy in their work.

Most people need time alone to process their thoughts and to do critical thinking that they can then bring back to the group and share with others (Congdon, Flynn, & Redman, 2014). Research suggests that people need time to step out of a collaborative environment and work independently without distractions in order to function best in those same collaborative spaces. Moreover, in the digital age that makes workers increasingly accessible to their coworkers at all times via email, text and instant messages, and Skype, people feel as though they do not have the privacy and solitude they need to do their best work (Congdon, Flynn and Redman, 2014). Once again, the balance between providing sufficient opportunities for collaboration while still allowing people the privacy and solitude they need to let their expertise take the reins and come up with solutions is important. To facilitate this in the environment at the Minnesota Department of Education, careful planning is necessary. Rather than literally tearing down the walls between Eric, Maira, Dana, and the student worker's cubes, the cubicles should be slightly reconfigured so that Dana's door to her cube faces Eric's and Maira's. The student worker should move into

the cubicle next to Dana, with the door also facing Eric's and Maira's. A small "window" should go in the wall between Eric and Maira, and between Dana and the student worker, so that those two groups can easily communicate with one another and ask one another questions as necessary. This will give the team easy access to one another that will not disturb the other staff around them, while still giving them privacy and solitude in their own cubes to get their work accomplished. The redesigned team check-in meetings (detailed above) will also help give the team the collaborative space and time that they need – these meetings should be in a conference room (rather than an open space in the agency or in someone's cubical).

#### *Integration of Work Among Team Members*

In an effort to be intentional moving forward, I recommend that the 21CCLC team attends a meeting in which each team member discusses the work that he or she does and the team works together to find touch points at which their work intersects. Because every member of the team has been working on this team for multiple years at this point, team members already have a degree of understanding. However, this meeting will facilitate deeper understanding of one another and one another's work, and help the team work together to understand how things can function at higher levels of efficiency. This will also allow them to rededicate their work to their mission as a team, just in time for a new cohort of grantees to begin their work with the team.

Staff at grantee organizations have voiced concerns that do not understand the quantity of what their colleagues do at their organization that would be necessary to communicate how their own work dovetails with that of their coworkers. Alternatively, they may feel that one of their colleagues does not understand their work to the extent necessary to support it. The concern is that grantee organizations are not working in the most efficient way possible. As previously mentioned, the mission of the 21CCLC team at MDE is to increase the capacity of the grantees

to work with and create positive outcomes for young people. In this case, that mission would look like helping grantees tear down the silos in which they work so that a grant coordinator has an idea of what the evaluator does, and site coordinators have some insight into what the fiscal manager does. To better facilitate that among grantees will require the 21CCLC team at the Minnesota Department of Education will need to heed that advice, as well, and find ways to collaborate more or better understand what their colleagues who work on other parts of grant management do. In this way, the team at MDE should be considered a microcosm of a grantee organization, and should both set an example for and learn from the collaborative processes therein.

Of course, there is intentionality behind having multiple positions on the team that are dedicated to specific portions of grant management. Having point-persons on each aspect of the grant makes it easier for grantees to work with the team, and allows individuals with specialized education and experience to best facilitate the grant. The fiscal contact on the MDE team has an MBA degree and years of experience in grant and fiscal management; she has the skills that the results measurement specialist, with an MA in Evaluation Studies, does not. Busy staff members both at MDE and in grantee organizations may be concerned that in finding collaborative spaces in their work, or in learning more about what their colleagues do, they may learn excessive information that they do not need for their jobs. The argument is that their specializations are efficient and prevent anyone from knowing unnecessary or impertinent information.

However, in pursuit of specialization and efficiency, the organization also can be limited by the siloed operations, in which one system does not communicate with another in ways that would be productive to the overall work flow of the group (Gleeson, 2013). The “Silo Mentality” is an issue that can arise in any work environment, and is easy to perpetuate. Once an individual

on a team begins to pull away from understanding their colleague's work, or if someone is unwilling to share information with another, silo mentality can quickly snowball and create a destructive work situation. Solutions to siloed work include creating a shared vision and measuring and evaluating progress (Gleeson, 2013). The second portion of this is particularly important because it incentivizes continued discussion on integrated work and allows the team to adjust as necessary. Finding out what works and what does not work, and changing how the team functions based on lived experience of greater work integration, will serve to further increase efficiency. Detailed recommendations on how to integrate work follow.

Observations of the team's functions over eight months in the student worker position on the team have given me insight into the places where Dana, Eric, and Maira's work could better work in conjunction with one another. The main recommendation resulting from my observations is to use the mission of the team in capacity building as a crossroads for the work of all of the members of the team. Greater intentional dedication to the mission of the team will help focus all of the work that the team does and provide natural opportunities for workloads to crossover and integrate.

The importance of crossovers in work warrants specific recommendations even with renewed commitment to the mission of the team. The first of these recommendations is with regard to the site visits that occur with grantees.

#### *Site Visits*

The 21CCLC MDE team conducts site visits at grantee organizations periodically throughout the term of the grant. These site visits are used to check compliance on multiple fronts, conduct risk assessments and respond to their results, and address any issues that may arise. Barring unforeseen circumstances, grantees can expect to get a site visit from MDE staff once before the contract of their grant is executed, once during the first three years of the grant,



and once during years 4 and 5 of the grant. If a grantee is not meeting expectations in terms of turning in documents or reports, or if concerns arise on the part of parents, community members, or MDE staff, more site visits may occur. The site visits that are done in the first three years of the grant are prioritized based on the results of an initial risk assessment conducted by MDE in the process of contracting with new grantees. Those organizations that score high on the initial risk assessment will be visited first.

Currently, one or two, but rarely all three, full-time members of the 21CCLC MDE team typically conduct compliance visits. If the risk assessment for a grantee reveals potential issues with the fiscal management of the grant, Dana Garry will attend the site visit. If the concerns were programmatic in nature, Eric Billiet will attend. And finally, if the concerns are with data management or reporting, Maira Rosas-Lee will participate. Occasionally, the concerns will be multifaceted, warranting attendance by multiple of the team members. My recommendation is for all three permanent MDE staff to attend, as schedules allow. This will prevent the staff member who attends from having to follow up with the grantee later, after checking in with the others at MDE. The strategy will also put MDE staff members and grantee organization staff alike in a position to learn what their colleagues do and struggles that they may have, thereby facilitating brainstorming and informational conversations that will help everyone involved come up with creative solutions to the barriers they may be facing.

On the part of the staff at MDE, this process will also help each team member learn about what the others do, and what they need from grantees at various points on the timeline of the grant. It will give each staffer a more complete picture of what the grant entails and what is being asked of grantees at different points in the process. A complete team at site visits can also facilitate team bonding and collaboration.

Another for rethinking is the grant orientation in the fall of each year. This event is one of two that representatives from each grantee organization must attend. It is an opportunity for them to collaborate with one another, receive training from MDE staff, and clarify best practices in compliance and grant management. For new grantees, this is their first foray into the environment of being a grantee, and is where they learn the details of what that means for their organization. There can be a steep learning curve in the administration of this grant within an organization, because the 21CCLC grant is somewhat unique in its requirements and purposes. Still, the grant orientation that is held every fall is a major event for the administration of the grant, and helps grantees make great strides in the way that they operate their programs. The goal is that those that attend the grant orientation will pass on what they learned to the other individuals in their organization that did not attend.

However, there is only so much that one or two staff members can absorb while at the meeting, particularly when some of the information is not directly pertinent to the work that they do in their organizations. The present recommendation, then, is for the grant coordinator, the fiscal staff, and the evaluation staff, to all be in attendance at the grant orientation. This will allow MDE staff to have direct contact with their corresponding colleagues in the grantee organizations and specify trainings in such a way that the correct staff receives the correct information. Each of the MDE team members should host workshops throughout the two-day orientation that are relevant to particular staff in a grantee organization. Requiring specific staff members to attend will help clue them in to the work that their colleagues do, facilitate bonding within grantee organizations, and ensure that the correct staffers are getting the information that they need. In the past, only the grant coordinator was required to attend.

### *Evaluation Advisory Group*

At present, the 21CCLC team facilitates Grantee Advisory Group meetings monthly. These are open to any staff from grantee organizations, but attendees are usually only grant coordinators. The agenda is set by the grantees, and previously covered topics include planning for grantee orientation and the spring grantee meeting, reporting practices, trainings that grantees would like to receive, and more. These meetings are an opportunity for grantees to network with other organizations that are under the same grant, bounce ideas off of one another, and support each other with resources and recommendations as necessary. As mentioned, the only staff from grantee organizations who typically attend are grant coordinators. Data managers, fiscal contacts, and program staff are rarely present, meaning that the person receiving information and resources is typically the same singular person that received it at grantee orientation or the spring grantee meeting. Concerns that other grantee staff may have go unaddressed in those meetings, unless they are brought up by another person at the grantee organization. This represents a missed opportunity for collaboration among both grantee staff and MDE staff.

Partially in response to this, a new advisory group for the evaluators or data managers at the grantee organizations was created. This was also something that was brainstormed at the spring grantee meeting, in a focus group that the results measurement specialist conducted there. The Evaluation Advisory group met for the first time in June, and will meet again in September, at or following the grantee orientation meeting. At the initial meeting, the conversation turned briefly to how the Evaluation Advisory Group could work collaborate with the main Grantee Advisory Group. The Evaluation Advisory Group remains new and malleable, with ample opportunities for it to function as a capacity and efficiency builder. The recommendation here is for the results measurement specialist to take a moment or two in the main Grantee Advisory group meeting to report on what the Evaluation Advisory Group is meeting about, and vice

versa. This will facilitate conversation in both advisory groups and among grantee staff about how they can help others in their organization and in other grantee organizations. It is a way to make sure that grantee staff are not required to attend too many meetings and events that are not relevant to them while also allowing for collaboration.

### *Data Management*

Improvements are needed with regard to general data management practices at MDE, as well. Grantees are responsible for sending MDE reports, including participant tracking forms, annual reports, continuous improvement plans, the raw data results from their Survey of Afterschool Youth Outcomes (SAYO) and their teacher surveys, and annual reports. Specific recommendations for the administration of SAYO follow below.

Current practices dictate that grantees upload their data, forms, and reports to the Sharepoint site managed by the MDE team. Sharepoint is an online platform similar to Google Drive or Dropbox, but because it is secure, it can be used to upload individual student-level data that contains private information. Staff at MDE download the data once it is dropped there by grantees, and manipulate, analyze, and/or organize it as necessary, depending on which piece of information it is. Sharepoint can also be used in the opposite direction – staff at MDE can upload documents, Tableau workbooks, and other resources that grantees need into either the grantee’s specific folder, or onto the main page of the Sharepoint site. Sharepoint has an alerts feature in which a person can be emailed every time changes are made to a folder, the announcements forum, or any other part of the site. MDE staff have these alerts set to send them an email any time a grantee uploads a document to their Sharepoint folder. Therefore, it is not often that MDE staff miss an upload.

However, because the results measurement specialist and the student worker both work with the data from grantees, sometimes grantee data can still fall through the cracks. It is often

not clear where a grantee's data stands in the process – has it been downloaded, cleaned, reformatted, put into Tableau, and re-uploaded to Sharepoint? Because there are so many steps in the process, it is necessary to keep better track of where each grantee is at in the process. A tracking spreadsheet saved in the shared drive at MDE, where all 21CCLC staff have access to it, will make it easier for everyone to stay on the same page. It will also make it far more obvious when a grantee is missing something, since there is tracking of responsibilities built-in.

In addition to what needs to be turned in to MDE, grantees are responsible for turning in data to the US Department of Education. Unfortunately, the timeline of the due dates for federal reporting does not align with the state requirements. However, the information itself does. MDE has already begun, and should continue, to better align the format that data comes into MDE with how it needs to go into the federal system, since the federal system has less flexibility. Aligning this format will allow grantees to simply go back to the reports that were turned into MDE and enter them into the federal system once the time comes. The team at MDE should continue to brainstorm about how to best do this.

#### *Survey of Afterschool Youth Outcomes (SAYO)*

As mentioned above, the other major evaluation project that MDE requires of the grantees is the administration of the Survey of Afterschool Youth Outcomes (SAYO). This survey was developed by the National Institute on Out of School Time (NIOST). MDE uses this survey to help grantees measure their outcomes. Results are also used in MDE's annual report to the national Department of Education to measure outcomes of the sub-grantees in Minnesota. Previously, the Minnesota Department of Education required grantees to administer the SAYO twice – once in the fall (within the first four weeks of programming) and once in the spring (within four weeks of programming end). This was to allow grantees to compare between pre- and post-surveys and measure their outcomes in that way. There are a number of problems with

this technique. If pre-survey results are particularly positive, there may not be sufficient room for them to get even better in the post-survey. Additionally, because 21<sup>st</sup> Century Community Learning Centers are often not *new* programs, but rather expanded or enriched programs, even the pre-survey may not be capturing students when they are truly “new” to the program – they may have already attended for several years. Moreover, in years 2-3 or 2-5 of the grant, students are no longer “new” to the program, and therefore the pre-survey may not be capturing an accurate baseline. For these and other reasons, grantees often do not see the results that they expected.

The SAYO can also be burdensome for grantees to administer. MDE creates a SurveyGizmo version of the survey that grantees can use – they need only submit the names and student ID numbers of all of their students that they want to be able to take the survey, and Maira and/or the student worker sends access codes back to the grantee organization. These codes give students access to the survey, and only to the questions that their respective organization wants to ask. MDE then cleans and analyzes the data for grantee organizations, once it is collected. However, even with this help from MDE, if a grantee organization does not have sufficient computers or tablets for its young people, it may be difficult to get the survey administered to enough students. If only a few students can take the survey at a time, it may take excessive time from programming and require a great deal of coordination.

Regardless of whether MDE manages the data for a grantee (i.e., regardless of whether a grantee uses the SurveyGizmo link from MDE), Maira and the student worker on the team clean the data and create data visualization workbooks via the software Tableau. This can be a very time-consuming process, particularly as the student worker position changes semi-frequently and therefore that worker must learn how to properly clean and upload the data into Tableau. In an

effort to mitigate the burden from frequent personnel changes in the student worker position, the current student worker has created extensive “how-to” guides for the basic data cleaning and management supports that someone in that position provides to Maira, the data analytics specialist. However, more effort in the pursuit of efficiency surrounding SAYO will be beneficial.

Administering the SAYO only once per year will cut down on the time spent on the survey for both the grantees and the staff at MDE. Because the use of both pre- and post-surveys does not deliver the type of accurate results that may be expected, this should not damage the results or the grantees’ ability to report their measureable outcomes.

In addition to changes in the frequency of the SAYO test, the required questions should more intentionally align with the goals of the Minnesota Department of Education, as well as the goals of the 21CCLC program. The results measurement specialist is currently working to match the logic model of the MDE 21CCLC program with the pieces of data that the agency collects from the grantees. This will increase intentionality in the data collection process and help grantees draw a direct connection between what they are being asked to provide and the greater goals of the program and grant.

## **Conclusion**

The 21<sup>st</sup> Century Community Learning Centers grant continues to be the single largest source of funding for afterschool and out-of-school time programming in the state of Minnesota. The funds from this grant are distributed to state education agencies from the federal Department of Education. At the Minnesota Department of Education, the small team of staff that administers the grant can heed the recommendations above to increase their own efficiency and therefore the capacity of the grantee organizations to provide high quality, high dosage OST programming to

young people in the state. Though the recommendations above are neither groundbreaking nor revolutionary, they are sufficient to push the MDE team even closer to best practices in grant administration.



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## Appendix

Table 2 - Legacy Amendment Funding FY 2016

<i>Fiscal Year</i>	<i>Project Type</i>	<i>Organization</i>	<i>Project description</i>	<i>Fund</i>	<i>Amount</i>
<b>2016</b>	Arts Access	Circus of the Star AKA Circus Juventas	14-week circus arts residency program in four Saint Paul Public Schools afterschool programs	Arts & Cultural Heritage	\$27,710
<b>2016</b>	Partners in Arts Participation	Keystone Community Services	Provides Community Kids afterschool and summer program with professional artists to help youth engage with the arts	Arts & Cultural Heritage	\$7,754
<b>2016</b>	Arts Learning	Creatives for Causes AKA Art Buddies	Afterschool program at Whittier Recreation Center that pairs children ages 8-11 with mentors to create a book and costume buddy	Arts & Cultural Heritage	\$10,000
<b>2016</b>	Community Arts	The DIAL Group	Funds Media Arts and Youth Leadership Program in North Minneapolis, which is a high-quality afterschool program that combines media arts with community engagement.	Arts & Cultural Heritage	\$5,000
<b>2016</b>	Operating Support	Illusion Theater and School, Inc.	Provides youth in 10 counties with in-school, afterschool, and community programs that engage them in developing and performing in plays.	Arts & Cultural Heritage	\$52,120

Table 3 - Primary Funding Streams

<i>Program</i>	<i>Category</i>	<i>Source</i>	<i>Funding Area</i>	<i>Eligibility</i>	<i>Total Amount Available</i>	<i>Notes</i>
<b><i>21<sup>st</sup> Century Community Learning Centers</i></b>	Federal	US Department of Education	Creation of community learning centers that utilize the attributes of community to assist young people and their families academically, socially and personally.	Schools, community based organizations, faith-based entities	\$11,107,365	
<b><i>Youth Intervention Programs (YIP)</i></b>	State	Minnesota Department of Public Safety	Programs that provide literacy and academic assistance, mentoring, career and life skills classes	Community-based organizations	\$6,084,560	
<b><i>Youthbuild</i></b>	State	Minnesota Department of Employment and Economic Development	Apprenticeship-type program providing building trade and academic skills. Combines academic achievement with personal and social development.	Community based organizations, non-profits, local governments, public housing authorities	\$1,000,000	
<b><i>United Way of the Greater Twin Cities</i></b>	Private	United Way	Funding for OST programs that target low-income young people and families and provide a wide variety of academic and personal/social development	Certified non-profit organizations	\$5,700,000	50% cuts to funding in early 2017 – unexpected and abrupt
<b><i>YouthPrise</i></b>	Private	YouthPrise	Programs that increase access to high quality OST programming providing academic and personal/social skillbuilding.	Certified non-profit organizations	\$320,000	

Table 4 - Primary Bridge Funding Streams

<b>Program</b>	<b>Category</b>	<b>Source</b>	<b>Funding Area</b>	<b>Eligibility</b>	<b>Total Amount Available</b>
Learning Year: Acceleration	State	Minnesota Department of Education	Instruction and mentoring during OST time to meet graduation or grade-advancement requirements	School districts with approved alternative learning program	\$62,000,000
Learning Year: Targeted Services	State	Minnesota Department of Education	Various OST support services to help at-risk youth gain skills to assist them during the school day in traditional classrooms	School districts with approved alternative learning programs <b>and</b> middle-level alternative program	

Table 5 - Other Funding Streams

	<b>Program</b>	<b>Department or Organization</b>	<b>Funding Areas</b>	<b>Applicant Eligibility</b>	<b>End-User Application Process</b>	<b>Notes</b>
<b>Federal</b>	21st Century Community Learning Centers - Bureau of Indian Affairs	U.S. Department of Education	Supports creation of community learning centers that provide academic enrichment opportunities such as tutoring, mentoring, service learning, cultural activities, and arts.	Allocated to Bureau of Indian Affairs (BIA) for grant making to qualified BIA schools	Qualified Bureau of Indian Education (BIE) schools may apply to the BIE	Grant runs parallel to the main 21CCLC Grant, but is distributed through BIA rather than state education agencies. Minnesota has only four qualifying BIE schools. Funds distributed nationally - states not individually prioritized.
	Community Services Block Grant	U.S. Department of Health and Human Services	Funds that reduce poverty, revitalize low-income communities and empower low-income families.	States can apply to receive an allotment	90% of funds are passed on to local nonprofit organizations from the state	The main recipients are Community Action Agencies. Annual report states that 273,361 people enrolled low-income children in OST programs through the grant.

Education for Homeless Children and Youth	U.S. Department of Education	Activities that address barriers to homeless youth's success in school, including enrollment and attendance.	Minnesota Department of Education	Nonprofit organizations may apply to Minnesota Department of Education for funds; Minnesota Department of Education may also give directly to local schools and school districts	Formula grants based on Title I, Part A funds.
Foster Grandparent Program	Corporation for National and Community Services Senior Corps	Mentoring and tutoring for at-risk youth; maintain relationship with youth and children for multiple years.	Nonprofit organizations, local and state agencies	Local organizations apply to local Corporation for National and Community Service State Program Office	Notices are posted on grants.gov when funds are available for new grantees and renewing grantees
Juvenile Justice and Delinquency Prevention: State Formula Grant	U.S. Department of Justice	Increase state's capacity to develop effective youth crime prevention initiatives	Minnesota Department of Public Safety, via Juvenile Justice Advisory Committee	Nonprofit organizations can apply to state agency to do contracted services	MN received \$667, 966 in FY 2016; Unclear how much went to afterschool programs
Mentoring Children of Prisoners	U.S. Department of Health and Human Services	Provide children of incarcerated parents with mentors	Community-based nonprofit organizations	Family and Youth Services Bureau will announce availability via grants.gov	No funding since FY 2011
Runaway and Homeless Youth - Street Outreach Program	U.S. Department of Health and Human Services	Build connections between youth and agencies, support services for runaway and/or homeless youth, mentoring, health care, case management	Public and private organizations providing street-based services	Nonprofit organizations can apply to U.S. Department of Health and Human Services, in consultation with the Minnesota Department of Human Services, Office of Family and Youth Services, Administration for Children and Families	Often a three-year renewable grant, dependent upon performance
Safe Schools / Healthy Students Initiative	U.S. Departments of Education, Health and Human Services, Justice	Healthy childhood development and prevention of violent behaviors; goal is fully linked to education, mental health, law enforcement, and social services	School districts, but must collaborate with local community-based nonprofit organizations	Federal applications available online	As of 2011, no new programs are funded - all funding goes to continuation grants from what were then current grantees

Social Services Block Grant (SSBG)	U.S. Department of Health and Human Services	Support activities that promote youth self-sufficiency, financial literacy, mentoring	Minnesota Department of Human Services	Nonprofit organizations can be subcontracted to provide services	Monies combined with state and TANF and distributed directly to counties by formula; counties then work with non-profits. Unclear how much goes to afterschool programming; dependent upon county.
Temporary Assistance to Needy Families (TANF)	U.S. Department of Health and Human Services	Mentoring and other supportive services to support needy families	States receive a block grant and funds go to appropriate agency	Nonprofit organizations may apply to state agency for funds as part of the maintenance-of-effort cost-sharing requirement	Monies are combined with state and SSBG to be distributed directly to counties by formula. Unclear how much goes to afterschool programming; dependent upon county
Title 1, Part A, Grants to Local Education Agencies	U.S. Department of Education	Help students meet state academic standards through mentoring and tutoring	School districts and charter schools through the NCLB application process	Minnesota Department of Education	Very few schools use their Title 1 Part A funding for OST learning, but it would be an appropriate use, should they choose to.
YouthBuild	U.S. Department of Labor	Funding for multidisciplinary programs/services for low-income youth at risk for dropout or academic failure that provide construction trade training in their own neighborhoods and classroom tutoring, as well as other social support services	Community based organizations, local and state government entities, public housing authorities, and American Indian tribal nations	Online Application	Participants are low-income high school dropouts between the ages of 16 and 24. Two Minnesota organizations were funded in 2016.
Community Crime Prevention	Minnesota Department of Public Safety	Funding priorities are projects that serve high-crime communities and/or communities with a large concentration of economically disadvantaged youth. Currently funded grants include OST and youth intervention programs in those areas.	Community-based organizations and local government entities	Minnesota Department of Public Safety	
Intervention for College Attendance Program	Office of Higher Education	Legislatively funded program awarding grants that provide outreach services to underserved populations to increase postsecondary attendance.	School districts, colleges, community-based, nonprofit organizations	Request for proposal by Office of Higher Education	Funding is mostly for continuation of programming, rather than new programs.

Minnesota's Arts and Cultural Heritage Fund	Minnesota State Arts Board	Supports arts, arts education, and arts access in an effort to preserve Minnesota's cultural heritage.	Community based-organizations, public agencies, local government entities, community education organizations, schools, arts organizations.	Minnesota State Arts Board	Established through the Clean Water, Land and Legacy Amendment to the Minnesota State Constitution. In 2016, 17 projects relating to OST were funded, for more than \$397,000 total.
Minnesota Youth Program - Work Investment Act	Minnesota Department of Employment and Economic Development	Provides employment and training for economically disadvantaged teenagers with one of the following barriers: basic skills deficiency, high school dropout, homeless, runaway or foster care, pregnant or parenting, offender, or in need of additional assistance for academic or economic achievement	Community-based, nonprofit organizations	Minnesota Department of Employment and Economic Development	Most recently available information is for 2015, when over 2,700 youth were served.
School-Age Care Programming	Minnesota Department of Education	Provides programming for students in grades K-6 with disabilities or who are experiencing a family difficulty that is temporary	School districts; can contract to a community-based organization where appropriate		School districts can implement a sliding scale for fees to attend the program

	<i>Foundation Name</i>	<i>Interest / Funding Area</i>	<i>Applicant Eligibility</i>	<i>End-User Application Process</i>	<i>Notes</i>
<i>Private Funders</i>	Andersen Foundation, Hugh J.	Funding for direct service programs that provide children and youth with personal development skills, as well as social support services, educational opportunities, and health-related services.	Nonprofit agencies located in Washington County or St. Paul, Minnesota Department of Education	Discretionary, quarterly application process	
	Best Buy Children's Foundation	Funds nonprofit youth organizations that provide positive experiences that will help youth to excel in school, engage in their communities, and develop leadership skills	Nonprofit agencies located in Washington County or St. Paul, Minnesota	Discretionary, quarterly application process	Also supports national organizations providing essential social services, including United Way, American Red Cross, Boys and Girls Clubs, and Junior Achievement



Blandin Foundation	Focus Areas are opportunity expansion, Itasca County area vitality, and rural community leadership. Priorities are Projects that increase economic or educational success for populations that have historically faced barriers.	Nonprofit community-based organizations, school districts, higher education institutions	Quarterly application process	A minimum of 55% of all grant funds are targeted directly to programs in Grand Rapids and Itasca County area
Bremer Foundation, Otto	Current focus is on work that helps families and individuals become financially stable and self-reliant	Nonprofit agencies; preference is given to Otto Bremer communities	Discretionary, ongoing application process.	In 2016, Otto Bremer Trust gave awarded Ignite Afterschool (a network enhancing organization) \$50,000
Cargill Foundation	Education grants' focus is on STEM and College/Career Readiness, including equitable access and teacher effectiveness	Nonprofit agencies located in Minneapolis and the northern and western suburbs	Discretionary, semi-annual application process	
Catholic Community Foundation	Funding mainly goes to Catholic elementary schools; other funds are distributed via the Legacy Fund.	Nonprofit organizations whose purpose and missions are not in conflict with Catholic teachings	Application process is by invitation only.	Awarded \$4 million in educational grants in 2016
Central Minnesota Community Foundation	Supports general operating or capital costs of youth organizations, such as youth clubs, services and community service	Nonprofit agencies in the Alexandria, Brainerd, Central Minnesota, and Willmar areas	Periodic application deadlines via one of the four foundations	Educational grants are the second largest focus area at CMCF
General Mills Foundation	Priority areas are hunger and food secure communities and education. Smaller priorities fall into a category of "strengthening communities"	Nonprofit agencies	Grant programs currently by invitation only	
Initiative Foundation	Funding goes to organizations that help small businesses, communities, populations impacted by poverty, and children and youth. Funding for youth is primarily for community-based early childhood programs for children living in poverty.	Nonprofit organizations, governments, and schools in the Foundation's service area in Central Minnesota	Quarterly application process	Grants are small (less than \$10,000) and are not meant to cover an entire project, but to work in conjunction with local funds/matches

Minneapolis Foundation	Provides funding for programs that focus on student success, effective public education and community/parent partnerships	Nonprofit agencies in the Minneapolis area	Discretionary, quarterly application process	Grant guidelines are tied specifically to World's Best Workforce goals
Northwest Minnesota Foundation	Caring Communities program is meant for at-risk youth, families, and the elderly. Community Planning grant program is for community development, and the Community Connections grant program helps communities leverage networks among organizations.	Organizations in 12-county (Beltrami, Clearwater, Hubbard, Kittson, Lake of the Woods, Mahnomen, Marshall, Norman, Pennington, Polk, Red Lake, and Roseau Counties; also, Red Lake and White Earth Reservations) are eligible.	Ongoing application process.	Grants require a 100% match from another source
Northland Foundation	Focus is on programs that provide positive interaction between youth and adults, early childhood education, youth enrichment activities (including OST), parenting/grandparenting support, generational and other diversity, and youth leadership.	Public entities and nonprofit agencies in Aitkin, Carlton, Cook, Itasca, Koochiching, Lake, and St. Louis counties	Quarterly application process for small grants (less than \$5,000). Larger grants must first submit an inquiry	
Pohlad Family Foundation, Carl and Eloise	In the past, focus has been on Summer Camp Grants, Youth Advancement grants, and college scholarships.	Nonprofit organizations that serve Twin Cities metro residents	Unknown for future	The Foundation is undergoing a strategic planning process, during which time it is not accepting grant applications. There is potential for priority changes in the future based on that planning process.
Sheltering Arms Foundation	Supports new or expanding programs that benefit vulnerable children ages 0-12 and their families, including out-of-school time and community based programs.	Minnesota Nonprofit agencies - NOT charter schools, public agencies, or school districts	Discretionary, annual application process	Grants are less than \$20,000

St. Paul Foundation	Targets programs that ensure access to high quality education for all, particularly those organizations that understand the racial and cultural diversity of their communities.	Nonprofit agencies and public entities serving residents of the East Metro area of Dakota, Ramsey and Washington counties	Grant process occurs twice per year	
Target	Funding to programs that promote learning in a variety of settings and field trips that connect school day learning to OST experiences.	Nonprofit agencies, including schools, libraries and public agencies	Annual grant process	
United Way of Olmsted County	Funds programming through partnership with Boys and Girls Club for sustained OST participation. Also supports organizations that engage and enrich the lives of at-risk young people through a variety of activities	Nonprofit, schools, and governmental agencies serving Olmsted County youth	Discretionary, grants are awarded once every three years	The grant goals for this organization are tied directly to World's Best Workforce goals
Wallestad Foundation	Targets funding to organizations or projects that address justice, compassion work, social services, media education, and youth, along with leadership, religious and spiritual development along with churches/Christian organizations	Nonprofit agencies	Discretionary, ongoing application process.	